

FOREST CIRCLE MIDDLE

500 Forest Circle
Walterboro, SC 29488

GRADES 6-8 Middle School

ENROLLMENT 311 Students

PRINCIPAL Lynn Stroble 843-549-2361

SUPERINTENDENT Charles W. Gale Jr. 843-549-5611

BOARD CHAIR Mrs. Redell Fields 843-549-5772

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	23	15	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

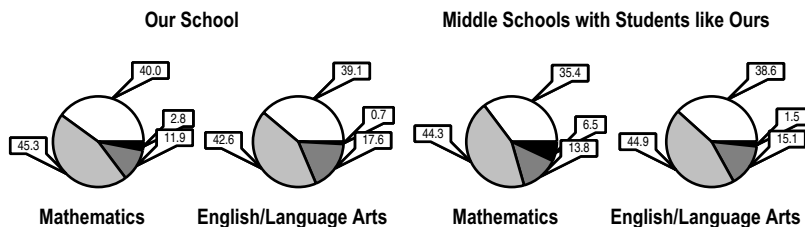
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
 Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
 Proficient	Well prepared to work at next grade level; met expectations
 Basic	Met standards; minimally prepared, can go to next grade level
 Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	23	91	71
Percent satisfied with learning environment	91.3%	87.6%	78.3%
Percent satisfied with social and physical environment	90.9%	85.6%	62.1%
Percent satisfied with home-school relations	26.1%	91.1%	72.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	312	98.7	39.1	42.6	17.6	0.7	18.3	17.6
Gender								
Male	169	97.6	44.7	46.7	8.7	N/A	8.7	17.6
Female	143	100.0	32.6	37.9	28.0	1.5	29.5	17.6
Racial/Ethnic Group								
White	134	98.5	24.2	43.3	30.8	1.7	32.5	17.6
African-American	166	99.4	52.3	41.8	5.9	N/A	5.9	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	83.3	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	271	99.3	35.6	43.3	20.2	0.8	21.1	17.6
Disabled	41	95.1	62.2	37.8	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	312	98.7	36.6	43.8	18.9	0.8	19.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	312	98.7	36.6	43.8	18.9	0.8	19.6	17.6
Socio-Economic Status								
Subsidized meals	207	98.1	46.0	43.7	10.3	N/A	10.3	17.6
Full-pay meals	105	100.0	18.7	44.0	35.2	2.2	37.4	17.6

Mathematics								
All students	312	99.0	40.0	45.3	11.9	2.8	14.7	15.5
Gender								
Male	169	98.2	37.7	50.3	9.9	2.0	11.9	15.5
Female	143	100.0	41.7	40.2	14.4	3.8	18.2	15.5
Racial/Ethnic Group								
White	134	97.8	19.3	56.3	19.3	5.0	24.4	15.5
African-American	166	100.0	56.8	37.4	5.8	N/A	5.8	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	271	99.3	36.4	46.6	13.8	3.2	17.0	15.5
Disabled	41	97.6	63.2	36.8	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	312	99.0	38.5	45.7	12.8	3.0	15.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	312	99.0	38.5	45.7	12.8	3.0	15.8	15.5
Socio-Economic Status								
Subsidized meals	207	99.0	50.0	42.0	6.9	1.1	8.0	15.5
Full-pay meals	105	99.0	16.5	52.7	24.2	6.6	30.8	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	107	N/A	31.4	44.8	20.0	3.8	23.8
	Grade 7	127	N/A	37.3	50.0	11.9	0.8	12.7
	Grade 8	113	N/A	29.7	47.7	19.8	2.7	22.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	104	99.0	34.4	43.8	20.8	1.0	21.9
	Grade 7	96	97.9	43.7	44.8	11.5	N/A	11.5
	Grade 8	112	99.1	39.6	39.6	19.8	1.0	20.8

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	107	N/A	37.9	43.7	14.6	3.9	18.4
	Grade 7	127	N/A	53.5	37.8	5.5	3.1	8.7
	Grade 8	113	N/A	45.5	49.1	4.5	0.9	5.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	104	99.0	31.3	45.8	19.8	3.1	22.9
	Grade 7	96	99.0	52.9	33.3	10.3	3.4	13.8
	Grade 8	112	99.1	37.3	54.9	5.9	2.0	7.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 311)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	12.1%	14.4%
Retention rate	N/A	N/A	3.3%	2.3%
Attendance rate	94.5%	Down from 94.7%	94.9%	95.2%
Eligible for gifted and talented	15.6%	Down from 17.3%	13.0%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.9%	Down from 14.8%	14.6%	14.1%
Older than usual for grade	12.2%	Up from 11.6%	5.5%	4.9%
Suspended or expelled	1.3%	Up from 0.3%	1.2%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 25)				
Teachers with advanced degrees	32.0%	Down from 34.6%	43.6%	47.1%
Continuing contract teachers	92.0%	Up from 88.5%	79.3%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.6%	Up from 88.4%	81.9%	84.3%
Teacher attendance rate	91.5%	Down from 93.6%	94.9%	95.0%
Average teacher salary	\$38,722	Up 1.8%	\$38,722	\$39,924
Prof. development days/teacher	6.8 days	Down from 15.4 days	10.0 days	10.7 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio	18.5 to 1	Down from 19.3 to 1	20.5 to 1	21.0 to 1
Prime instructional time	85.1%	Up from 82.6%	88.2%	88.9%
Dollars spent per pupil*	\$5,731	Up 17.3%	\$5,984	\$5,854
Percent spent on teacher salaries*	66.4%	Down from 66.7%	63.5%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.1%	Up from 72.4%	94.2%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty and staff at Forest Circle Middle School believe that the school is making great progress in improving our total program and specifically, our academic program. It continues, however, to be difficult to compare our progress because of yearly changes in the zoning of our student population. Our unsatisfactory rating has been eliminated, but we are working toward even more improvement to make our school the best.

To continue to improve instruction, all PACT data were analyzed in a variety of ways, including individual student reports, teacher reports, and homeroom reports. Nine weeks' benchmark tests were administered three times in the four core subject areas. These results were used by teachers to make adjustments in the instructional program to better meet the needs of students. A consultant in the area of English/Language Arts was selected to provide staff development in the area of Writing Across the Curriculum. All teachers were asked to include writing on a regular basis in all content areas. Computer technology was also used by teachers in a variety of settings, including the computer lab, computers in the media center, and a portable laptop computer lab, in addition to computers located in classrooms.

Our school was in the third year of the 21st Century After School grant program. This program focuses on building academic skills for those students who scored below basic on PACT. A volunteer after-school homework assistance program was offered to students needing additional help.

A concerted effort was made this year to insure parents received timely information about academic progress of their sons and daughters. The school staff continues to involve parents in all appropriate situations involving students. The PTO continues to play an important role in school activities and is responsive to school needs.

At Forest Circle Middle School, we have developed school wide plans and initiatives that focus on best outcomes for students through cooperative efforts, or as our theme says, building success through teamwork.

Cliff Warren
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.